**Supporting New Teachers Practice Program – Coach Briefing**

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| ***Day 1: Sessions*** | ***Learning Focus*** | ***Understanding Goals*** |
| ***1*** | How can different forms of evidence help us to understand the experience of learning in our classes?  How can we strengthen our practice? | Evidence can take the form of photos and observations as well as system data.  By monitoring our students and building on evidence of our strengths, we also build confidence and efficacy to tackle challenges. |
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| ***2*** | How can others support me in my professional learning?  How can we use evidence to identify a challenge of practice? | We need to be active in our own learning, there are different roles we can play, and different kinds of support we can access from peers, mentors and coaches.  A worthy challenge of practice involves an inquiry grounded in the learning needs of learners. |
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| ***3*** | How can we refine and unpack our challenges of practice?  How can the e5 capabilities inform the way we tackle our challenges of practice? | Taking time to explore and unpack our challenges can prepare us for more focused inquiry and wiser action.  The e5 capabilities can be used as a reflective tool to identify teacher learning needs (connected to student learning needs) linked to challenges of practice. |
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| ***Day 2 Sessions*** |  |  |
| ***1*** | How can the Timperley Cycle guide an evidence informed and systematic professional inquiry?  Where does the e5 Instructional Model sit within this cycle? | A conceptual model can help us to reflect and see where we are and where we might go next.  The e5 Instructional Model can help us to identify what we need to learn and develop in order to tackle our challenges of practice |
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| ***2*** | What is our professional inquiry in relation to our Challenge of Practice? | Exploring and unpacking our questions helps to focus and refine where to go next. |
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| ***3*** | How can we learn effectively together in an online community? | We need to establish some agreed expectations of ourselves and commitments to each other if our online community is to flourish. |
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**New Teachers Workshop – Pre-Workshop Activities**

**Draft Message from Online Coaches to New Teachers**

Dear New Teachers,

In preparation for our upcoming Program, Supporting New Teachers Practice – there are three tasks to complete prior to our workshop in May.

***A. Preparation for a Photo Chat***

1. Invite 1 or 2 students to take photos of your class that show ‘how learners learn around here’. Meet with them to select the most representative 3 and annotate (jot down why they chose these photos) with their reasons.
2. Take several photos yourself in response to the same prompt and select the three that are most representative of how learners learn in your class - but don’t annotate as these will be collaboratively analysed with your mentor during the initial workshop.
3. Print your six photos in colour on A4 paper (one per page). Place an S on the student photos.

***B. Complete the ‘Who are our learners’ survey online with your Coach***

***C.*** *Identify one learner in your class that you are finding challenging to progress - bring three sources of evidence that we could explore together* ***to help you better understand this learner.***

*This evidence could be:*

* A description by you of a critical incident that occurred with this student
* A recording of an interview with this student
* Samples of their work – e.g. written, multimedia, photograph, recording of discussion
* Last year’s report or reports from other teachers
* A parent communication
* Test results
* A student response to your prompt: What is something you’d like me to know about you?

**Draft: Who are Our Learners Online Survey Prompts**

(Recommended that you set up this survey for each of your learning communities in Survey Monkey).

1. Describe the most positive experience you have had to date with your students?
   * Why do you think this was so successful?
2. Describe a teaching and learning experience where the ***reaction*** to your teaching practice was not what you hoped for or aspired to?
   * What was the desired student learning?
   * What was the reaction of students to your teaching that was different to what you expected?
   * Analyse why you think your practice prompted this reaction from students?
   * So what do you see as your Challenge of Practice in this instance?
3. Identify a maximum of 3 priority concerns that you have in relation to progressing all students in your class. Then rank the three in order of priority:

To assist you, a list of common concerns is provided – feel free to select from any of these or add in some new concerns of your own.

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| My main concerns in relation to developing my practice and progressing my students are: | Priority Ranking (1-3) |
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**Examples of Teacher Concerns**

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| * Establishing my class routines and procedures so that we have an environment conducive to learning |  |
| * Changing and/or managing student behaviours that get in the way of learning |  |
| * Developing democratic and respectful relationships with and between students |  |
| * Building a community of learners where everyone takes some responsibility and works well together |  |
| * Negotiating learning and providing students with choice and voice |  |
| * Challenging students to achieve high standards and deep understanding |  |
| * Teaching students how to learn as well as what they need to learn |  |
| * Assessing where individual students are at so that I can challenge them appropriately |  |
| * Differentiating learning activities so that everyone is engaged and learning |  |
| * Applying and assessing learning authentically |  |
| * Documenting progress so that I have evidence of how well my students are progressing |  |

1. What do you currently know and understand about the DEECD e5 Instructional model?
2. What questions do you have about the use of e5 as a reflective tool?
3. What would you like time to learn or do during the initial two day workshop?

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| Process adapted from EdPartnerships Learning Partner Kit 2012 | Photo Chats |

**Time**: Approximately 30 mins

**Purpose**: To bring the world of the classroom into the workshop. To begin observing evidence of how learners are learning.

**Materials**: 3 photos of learning occurring in each person’s context. Sticky Notes.

**Organisation**: Mentor and 2 -3 New Teachers in a Group

**Process**:

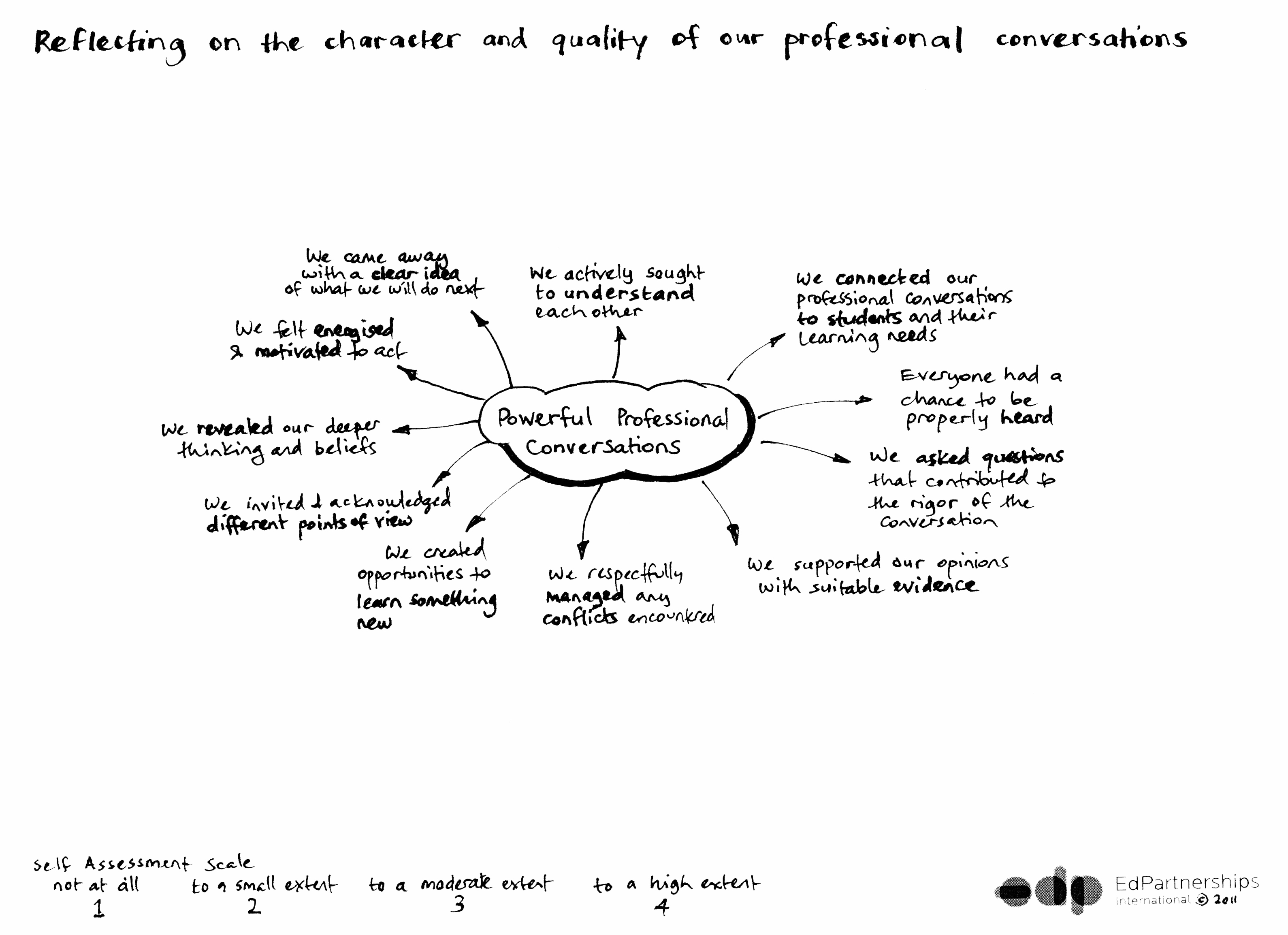
1. **Prior to the activity**: all group members are asked to bring 6 photos that illustrate ‘how learners learn in their context’. Three photos are taken by students and three by the New Teacher.
2. **Cold read**: New Teacher 1 shows their photos to their mentor and other New Teachers without initial commentary. The learning partners share their ‘read’ of the photos, what they notice about how learners are learning in this context. (3 mins)
3. **Check in**: New Teacher 1 responds, noting what was interesting in the ‘reads’ of others and reflecting on how well the photos communicated what they intended.

(3 mins)

1. **Discussion**: Together decide on what the key words are that capture ‘how learners are learning’ in the photos and write on sticky notes. (3 mins)
2. **Rotate the process**: New Teacher 2 shares their photos and the process is repeated.
3. **Rotate the process**: New Teacher 3 shares their photos and the process is repeated.
4. **Group Debrief**: What are some commonalities between ‘how learners are learning’ in our different classes? What is something unique to each class?

**SNTP Wall Chart: Most Positive Experience of Student Learning this Year**

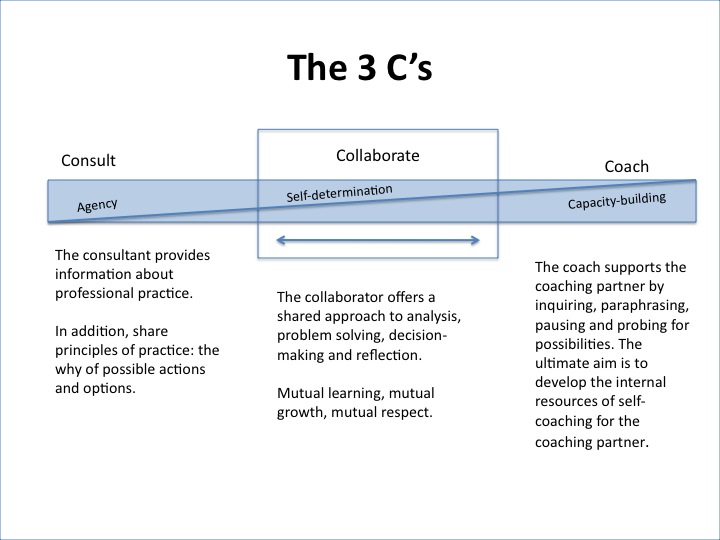
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| **What was the successful learning for students?**  New Teachers respond | **Categorise: Type of learning**  Everyone draws on their knowledge of VELS domains and dimensions and/or Melbourne Declaration Goals to name the learning. | **How did the teacher/teaching enable the learning?**  New Teachers respond | **Categorise: Capabilities demonstrated**  Everyone draws on their knowledge of PoLT and e5 capabilities to name the teacher practices |
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**Who do you want to be coached by?**

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| **Learning Intentions** | **Activity** | **Resources/prep** |
| **Learning focus:**  As coaches what do we need to be aware of when we work with our colleagues?  **Understanding goal:**  It is important to consider the different knowledge and dispositions that the coach and the learner bring to the learning partnership.  The needs of the learner are paramount in any coaching relationship. | **Who do you want to be coached by?**  **Part 1** **(don’t explain that there are 2 parts to the activity)**  Teachers, individually, are invited to choose one of the three ‘coaches’ shown on the ppt and respond to the question,  ‘**Who would you prefer to be mentored or coached by? Why?’** (2mins)   * Jot down 3 or 4 reasons for your choice (2mins). * Share your reasons with a partner (2 mins). * Share with others at your table then discuss;   What did you notice about the responses of the group?  What might be the implications for your work as mentors and coaches. (6mins)  **Part 2-** choose from the same three  ‘**Who would you prefer to mentor or coach? Why?** (1 min)   * Jot down 3 or 4 reasons for your choice (2mins) * Share your reasons with a partner (2 mins) * Share with others at your table then discuss;   What did you notice about the responses of the group?  Were the choices different to before? Why?  What are the implications for your work as a mentor or coach? (8 mins)  **Debrief**: (10 mins)  **Total time of session 35 mins** | Q on ppt  (Part 2 must not be on the same slide as Part 1)  Suggestions for “coaches”  John Cleese  Julia Gillard  Shane Warne  Or  Tony Abbott  Prince Charles  Nicole Kidman  Or  Bill Gates  Lleyton Hewitt  Cate Blanchett |

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| EdPartnerships Key roles for Learning Leaders |



**DEECD Supporting New Teacher Practice**

**Developing a Challenge of Practice (Draft Scaffold)**

Challenges of practice are best identified in conjunction with a student learning need. Once you work out what the student learning need is, then the challenge of practice is working out how to address this and progress each student. Think through the following prompts to help you define your Challenge of Practice:

**If** this is the learning that I aspire to or desire for my students:……………………………………………………….

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**Then** what have I already learned about their development and learning needs in relation to this?

**So What** else might I need to find out in relation to their development and learning needs in relation to this?

***Therefore I see my challenge of practice as being****: (Choose only those that are relevant or add you own):*

Learning about or how to…………………………………………………………………………………………………………………

Developing my capabilities in………………………………………………………………………………………………………….

Trying new strategies such as…………………………………………………………………………………………………………..

Getting better at………………………………………………………………………………………………………………………………

Finding out………………………………………………………………………………………………………………………………………

***If I’m successful in developing my practice, then I should see that my students:***

Can…………………………………………………………………………

Learn…………………………………………………………………….

Understand……………………………………………………………….

Progress…………………………………………………………………

Develop…………………………………………………………………….

Change……………………………………………………………………….

Deepen or Strengthen………………………………………………….

Become more proficient in………………………………………………

Take responsibility for…………………………………………………….

Are able to………………………………………………………………………….

Develop skills in…………………………………………………………………….

Evidence that might help me to determine if my new practice is progressing my learners is:

# An example of using VELS to diagnose student learning needs

**Domain in VELS – Thinking Processes**

**Learning Dimension in that VELS Domain - Creativity**

**Evidence of student work was used to work out the Entry Level for a group of Students ‘in the Middle’ of a Yr 8 class – Numbers refer to Progression Points**

1. **Student work produced, observations and discussions with students were used to determine the current standard of performance of this group.**

**Creativity 4.25**

* with teacher guidance, use of a range of creative thinking strategies for exploring possibilities and responding appropriately to a challenge

**2. Identify Growth or Success Indicators – What is a reasonable stretch for this group that reflects high expectations?**

**Creativity Level 5 Standard**

At Level 5, students apply creative thinking strategies to explore possibilities and generate multiple options, problem definitions and solutions. They demonstrate creativity, in the ways they engage with and explore ideas in a range of contexts.

**Teachers believed students are also capable of working towards the Level 6 Standard so they will create learning opportunities and monitor this.**

**Creativity 5.25**

* willingness to take risks with innovative possibilities when undertaking set tasks
* use of a variety of creative thinking strategies, such as mind mapping, analogy and questioning of assumptions, to deepen understanding

**Creativity 5.5**

* use of a range of self-selected creative thinking strategies when engaging with complex and novel ideas

**Creativity 5.75**

* use of creative thinking strategies to address ambiguity and contentiousness in their own and others’ ideas

**Some Implications Identified from the Success Indicators**

* ***Explicit teaching*** of creative thinking strategies and quality questioning
* ***Assessment or Performance Tasks*** that provide opportunities to use creative thinking strategies and engage with complex and novel ideas

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| 1632_EDP_Logo_Landscape-Final_Office.jpg | Focused Challenge Analysis |

# Purpose: To clarify a specific challenge facing the presenter and expand perspective to assist them to see a way forward.

# Time: approximately 40 mins

**Organisation:** groups of 4 **(**1 presenter, 2 questioners, 1 facilitator/timekeeper)

One person (presenter) answers the questions posed by two questioners about the issue which has been identified as a challenge.

**Process:**

1. **Identify a challenge**: All group members identify a challenge they currently face in their role by writing a short analysis: What is the challenge? Why do you want to tackle it? What do you think you need to learn to be able to tackle it? **(5 mins)**
2. **Group Check-In**: Each person states their challenge to the group in one sentence (max 30 secs per person). The group then decides who in the group has the most urgent challenge or issue of mutual interest. Share out the other roles. **(3 mins)**
3. **Details of the challenge**: The presenter explains the challenge in more detail. **(5 mins)**
4. The questioners ask **information seeking questions** (clarifying questions) that provide factual details and a clearer picture of the challenge. **(5 mins)**
5. The questioners ask **opinion-seeking questions** that probe the issue – this might be to seek to uncover assumptions, feelings, thoughts or beliefs of the presenter. **(5 mins)**
6. The questioners and facilitator draw on their own experience to offer different possible perspectives and to brainstorm courses of action they might consider if in the presenter’s shoes ***(‘What I think could be going on here is….’‘; If this were me, I might…’***). ***Avoid*** framing your discussion as advice or ***‘I think you should..’***. The goal is to reveal different perspectives and open up possible courses of action, not solve the problem. The presenter listens and weighs up the pros and cons of the ideas but does not respond. **(5 mins)**

**7**. **Open conversation**. The presenter responds and engages in open discussion. At this point they can pursue ideas raised that interested them. **(10 mins)**

1. **Debrief the process (5 mins)**

This discussion structure has been adapted from “*The Power of Protocols: An educator’s guide to better practice*” by J.P. McDonald, N. Mohr, A. Dichter and E.C. McDonald, 2003. Published by Teachers College Press.

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| 1632_EDP_Logo_Landscape-Final_Office.jpg | Some Question Stems |

***Clarifying Questions***

These are designed to identify facts or particulars about a situation. They are for the questioner so that you better understand the context.

What did you mean by… What is an example of…

Who has responsibility for… Where will you…

What opportunities have you provided for… What is the role of…

***Probing Questions***

These are seeking to identify opinions and feelings; uncover thinking, values and beliefs; reveal pedagogical stance; discover personal learning needs or potential areas for professional inquiry.

What was your thinking in relation to… How might you plan for…

What information would you need about… What concerns you most about…

What support would you need to accomplish… How do you suppose…

What is the likelihood of… Why do you think…

What other ideas do you have about… What influenced you to…

Where do you imagine ……..might lead? Why might…..

How will you know if …….has the desired impact? What’s your hunch about…

What might you be assuming about… How would you describe…

What else might you need to consider if the goal is to….

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| 1632_EDP_Logo_Landscape-Final_Office.jpg | The Final Word A Professional Reading Discussion Structure |

**Purpose**: To explore a text while staying focused and at the same time build on one another’s thinking

**Time**: 30 minutes

**Organisation**: Groups of 3

**Procedure**

1. The large group is given time to read a text. While reading:
   * Choose two things from your reading that you strongly agree with – Why (reveals beliefs and values)? What experience connects with this?
   * What’s one thing from the reading you would question – an assumption, statement, conjecture, or just plain confusing etc.? What experience can you bring to exploring this further?
2. In tight circles of 3, decide order to share. One person needs to be a strict timer for each round.
3. Round 1: Then the first person begins by sharing their two strongly agree selections and explains why they resonate. They then raise their Q for the group. **(3 mins)**
4. Proceeding around the circle, the other two people get to respond briefly to the issues the presenter has raised (NOT the issues they have selected). **(1 min each)**
5. The initial presenter has “the final word” to respond to what was said. **(1 min)**
6. Rotate roles and repeat the cycle **(For each person, allot 6 minutes in total)**

**Large group debriefing**

Building skills for listening to one another and dialogue - How did this go for your group? What did you learn about yourself? How useful is this process for PLT’s or other teams?

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| 1632_EDP_Logo_Landscape-Final_Office | | Leading Professional Learning Repertoire – Where am I now? | | | | | | | | | | | | |
| Use twice per year – indicate your entry level on the light column and your growth in dark columns | | | | | | | | | | Name: Entry Level Date: Final Date: | | | | |
| **Strategies** | Don’t know this strategy or practice. | | | Know about but not yet using | | Know about and considering using | | Trialling or beginning to use | | Using regularly but want to improve | | Using confidently and effectively | | Reflection on use of this strategy/practice |
| Coaching (Individual) |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| Coaching (Team) |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| Lesson Study |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| Mentoring |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| Learning Walks |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| Action learning/Inquiry |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| Peer or classroom observation and analysis |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| Learning Conversations |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| Photo Chats |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| Examining Student Work Protocols |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| Discussion protocols |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| Video analysis of practice |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| In-class modelling and demonstration |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| Other: |  | |  |  |  |  |  |  |  |  |  |  |  |  |

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| 1632_EDP_Logo_Landscape-Final_Office.jpg | | **Preparing for Professional Inquiry (KWLA)** | | |
| What do you already ***Know*** about Challenge of Practice? | What do you ***Want*** /Need to know about your Challenge of Practice? | | What have you ***Learned*** from your evidence and investigations? | How will you ***Apply*** what you have learned in your practice? |
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| How will you find this out? | |

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| 1632_EDP_Logo_Landscape-Final_Office.jpg | Critical Reflection |

# Structured reflection assists us to reflect critically on our practice, which in turn helps to illuminate informed courses of action. A simple but effective structure is:

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| **Describe**:  What has happened or been done to date? |  |
| **Inform**  So What?  (So what do you think this all means? How are you interpreting the situation in light of what you noticed as a result of the actions taken?) |  |
| **Confront**  Why?  (Why do you think things are the way they are; what are the enabling and blocking factors; what might be some of the assumptions in play; dilemmas or issues you’ve noticed; who has what power in the situation?) |  |
| **Reconstruct**  Now What?  (Now what might you do or continue? What might you do differently? What has changed about the way you see or understand things?) |  |

*Adapted from the work of John Smyth. Reference:* Smyth, J. (1989). Developing and sustaining critical reflection in teacher education. *Journal of Teacher Education, 40(2)*, 2-9.

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| 1632_EDP_Logo_Landscape-Final_Office.jpg | After Action Review (AAR) |

1. **What was the intent?**
2. **What actually happened?**
3. **What have we learned?**
4. **What do we do now?**

Adapted from: Collison, C.; Parcell, G. Conducting and After Action Review. Online: [<http://www.chriscollison.com/l2f/documents/KMaar.doc>

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| Teaching for Powerful Learning - Where am I now? | | | | | | | | | | | 1632_EDP_Logo_Landscape-Final_Office | |
| Name:  Place an x on the continuums – where are you now?  In my professional practice… | I’m not yet working in this way. | | I know it’s important to work like this but usually don’t. | | I try to work like this and sometimes do. | | I strive to work like this and often do. | | I regularly and confidently work like this. | | | How do I know this? |
| I create ambitious and meaningful tasks that reflect how knowledge is used in the world. |  |  |  |  |  |  |  |  |  |  | |  |
| I engage students in active learning, so that they apply and test what they know, including new learning. |  |  |  |  |  |  |  |  |  |  | |  |
| I identify and address the prior knowledge and experiences that students bring to the classroom so that they can connect new information and concepts. |  |  |  |  |  |  |  |  |  |  | |  |
| I diagnose student understanding in order to scaffold the learning process step by step. |  |  |  |  |  |  |  |  |  |  | |  |
| I assess student learning continuously and adapt my teaching to student needs. |  |  |  |  |  |  |  |  |  |  | |  |
| I provide clear standards, constant feedback and opportunities for improving work |  |  |  |  |  |  |  |  |  |  | |  |
| I encourage strategic and metacognitive thinking so that students understand how they learn and how to evaluate and guide their own learning. |  |  |  |  |  |  |  |  |  |  | |  |
| I enable my students to acquire a deep foundation of factual knowledge. |  |  |  |  |  |  |  |  |  |  | |  |
| I structure new learning for my students so that it is learned in the context of a conceptual map. |  |  |  |  |  |  |  |  |  |  | |  |
| I integrate carefully designed explicit teaching with hands-on inquiries that actively engage students. |  |  |  |  |  |  |  |  |  |  | |  |
| I enable my students to apply new learning to solve problems of increasing complexity. |  |  |  |  |  |  |  |  |  |  | |  |
| I enable my students to define some of their own learning goals and monitor their progress in achieving them. |  |  |  |  |  |  |  |  |  |  | |  |
| I teach my students a range of conscious learning strategies and use scaffolds that vary for different students. |  |  |  |  |  |  |  |  |  |  | |  |

Adapted by EdPartnerships from Darling-Hammond L., Barron B., Pearson P.D., Schoenfeld A.H., 2008, *Powerful Learning: What We Know About Teaching for Understanding*, Jossey Bass Wiley, San Francisco

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| Teaching for Powerful Learning - Where am I now? | | | | | | | | | | | 1632_EDP_Logo_Landscape-Final_Office | |
| Name:  Place an x on the continuums – where are you now?  In my professional practice… | I’m not yet working in this way. | | I know it’s important to work like this but usually don’t. | | I try to work like this and sometimes do. | | I strive to work like this and often do. | | I regularly and confidently work like this. | | | How do I know this? |
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| 1632_EDP_Logo_Landscape-Final_Office.jpg | Social Practices |

Research by Lieberman and Wood (2003) identified the following social practices occurring in the professional learning community of the highly effective National Writers Project.

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| What evidence did you see of this over the past two days ? | |
| 1. Approaching each colleague as a potentially valuable contributor |  |
| 1. Honoring teacher knowledge |  |
| 1. Creating public forums for teacher sharing, dialogue and critique |  |
| 1. Turning ownership of learning over to learners |  |
| 1. Situating human learning in practice and relationships |  |
| 1. Providing multiple entry points into the learning community |  |
| 1. Guiding reflection on teaching through reflection on learning |  |
| 1. Sharing leadership |  |
| 1. Promoting a stance of inquiry |  |
| 1. Reconceptualising professional identity and linking it to professional community |  |
| Source: Lieberman, A. & Wood,D. 2003. Inside the National Writing Project: Connecting network learning with classroom teaching. New York: Jossey Bass. | |

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| 1632_EDP_Logo_Landscape-Final_Office.jpg | WOW Factor Conversation |

WOW Factor: **W**ins, **O**bstacles and **W**ondering What now?

A reflective and focused conversations using the WOW framing. WOW is designed for colleagues to share their experiences and invite insights and/or suggestions in relation to the wonderings that have been presented.

Group Structure: Pairs

Total time required: 30 minutes

**Steps:**

1. ***Reflection and note writing time (5 mins)***

Both participants take 5 minutes to reflect and record significant events in each of the three sections of the WOW factor framework (Wins, Obstacles and Wonderings).

1. ***Share 1 (2 mins)***

Person 1 shares one or two significant wins, briefly describing the win and it’s significance

1. ***Share 2 (2 mins)***

Person 1 shares one or two of the obstacles to the desired progress, briefly explaining how progress has been impeded.

1. ***Share 3 (2 mins)***

Person 1 asks one or two wondering what now questions of Person 2.

1. ***Clarifying questions (2 mins)***

Person 2 has time to ask clarifying questions that may affect his/her response

1. **Respond (2 mins)**

Person 2 offers any insights and ideas in support of Person 1.

1. ***General Discussion (5 mins)***
2. ***Repeat Steps 2-7 with Person 2.***

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| --- | --- |
| 1632_EDP_Logo_Landscape-Final_Office.jpg | Wall Talk |

Wall Talk is a silent way to do reflection, generate ideas, check on learning, develop projects orsolve problems. It can be used productively with any group—students, PLTs, workshop participants,committees. Because is it done completely in silence, it gives groups a change of pace and encouragesthoughtful contemplation.

**Format**

**Time**: Maximum: 15 mins. (Time can vary according to need. It can be from 5 to 15 mins.)

**Materials**: Vertical surface and several coloured textas per group.

**Group Size:** Maximum of 6

**Process**

1. The facilitator explains VERY BRIEFLY that Wall talk is a silent activity. Anyone may add to the Wall Talk as they please. You can comment on other people’s ideas simply by drawing a connecting line to the comment.
2. Each group has a relevant question on their vertical surface.
3. People write as they feel moved. There are likely to be long silences—that is natural, so allow plenty of wait time before deciding it is over.
4. How the facilitator chooses to interact with the Wall Talk influences its outcome. The facilitator can stand back and let it unfold or expand thinking by:

* circling other interesting ideas, thereby inviting comments to broaden
* writing questions about a participant comment
* adding his/her own reflections or ideas
* connecting two interesting ideas/comments together with a line and adding a question mark.

Actively interacting invites participants to do the same kinds of expansions. A Wall Talk can be an uncomplicated silent reflection or a spirited, but silent, exchange of ideas. It has been known to solve vexing problems, surprise everyone with how much is collectively known about something, get an entire project planned, or give a committee everything it needs to know without any verbal sparring.

**6. Verbal debrief:** How valuable was this process for generating personal and collective knowledge? How could the process be improved? (5 mins)

Originally developed by Hilton Smith, Foxfire Fund; adapted for the NSRF by Marylyn Wentworth*.* Retrieved from <http://www.nsrfharmony.org/protocol/doc/chalk_talk.pdf> accessed 29.03.10